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ABSTRACT

These unit planning grids for grade 8 music education in Delaware public schools outline nine standards for students to attain in music. Standards cited in the grids are: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently, and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. Each standard presents specific goals for students to attain and lists performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Music - Grade 8

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MUSIC UNIT PLANNING - GRADE 8

Standard 1: Students will sing, independently and with others, a varied repertoire of music.

A. Students will sing alone with accuracy using good breath control, and within their singing ranges.

B. Students will sing expressively a varied repertoire of solo and choral literature with a difficulty level of 2, including some songs performed from memory.

C. Students will sing music representing diverse genres and cultures, with expression standard for the work being performed, some in the original language.

D. Students will sing music written in two and three parts.

E. Students will sing in groups, blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor.

For choral ensemble or class, add:

F. Students will sing a repertoire of choral literature with expression and technical accuracy, a difficulty level of 2-3, including some songs performed from memory.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.701	sing independently and/or with others with accuracy.																		
8.702	sing using proper diction, correct posture, and good breath control.																		
8.703	sing expressively using given dynamics.																		
8.704	sing using given phrasing.																		
8.705	sing using interpretation consistent with the genre.																		
8.706	sing a varied repertoire of solo and choral literature with a difficulty level of 2 including some from memory.																		
8.707	sing a varied repertoire of songs representing genres and styles with expression standard for the work being performed, some in the original language.																		
8.708	sing songs in unison, songs with ostinatos, rounds, partner songs, two and three part songs.																		
8.709	sing in group, blending vocal timbres and matching dynamic levels while responding to the gestures of a conductor.																		
8.710	sing a repertoire of choral literature with expression and technical accuracy with a difficulty level of 2-3 including some songs from memory.																		

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MUSIC UNIT PLANNING - GRADE 8

Standard 2: Students will perform on instruments, independently and with others, a varied repertoire of music.

A. Students will perform accurately on at least one instrument, in solo and groups, with appropriate technique.

B. Students will perform expressively, using given dynamics, phrasing, and interpretation.

C. Students will perform music representing diverse genres and cultures, with expression, and on instruments appropriate for the work being performed.

D. Students will perform by ear melodies on a melodic instrument and accompaniments on a harmonic instrument.

E. Students will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the gestures of a conductor.

F. Students will perform independent instrumental parts while other students sing or play contrasting parts.

For instrumental ensemble or class, add:

G. Students will perform a repertoire of literature with expression and technical accuracy on at least one string, wind, or percussion instrument with a difficulty level of 2-3.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
8.711	perform accurately on at least one instrument in solo and in groups using standard technique.																		
8.712	perform expressively using given dynamics.																		
8.713	perform using given phrasing.																		
8.714	perform using given interpretation.																		
8.715	perform music representing diverse genres and cultures with expression and on instruments consistent with the work being performed.																		
8.716	perform by ear accompaniments on a harmonic instrument.																		
8.717	perform by ear melodies on a melodic instrument.																		
8.718	perform in groups, blending instrumental timbres and matching dynamic levels while responding to the gestures of a conductor.																		
8.719	perform independent instrumental parts while other students sing or play contrasting parts.																		
8.720	perform a repertoire of literature with expression and technical accuracy on at least one string, wind, or percussion instrument with a difficulty level of 3.																		

MUSIC UNIT PLANNING - GRADE 8

Standard 3: Students will improvise melodies, variations, and accompaniments.

A. Students will improvise melodic embellishments and variations on given melodies in various tonalities.

B. Students will improvise short melodies over given rhythmic accompaniments with simple chord progressions, meter, and tonality.

C. Students will improvise simple harmonic accompaniments.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.721	improvise melodic variations on given melodies in various tonalities.																		
8.722	improvise melodies using computers and MIDI-interfaced controllers with sequencing capabilities.																		
8.723	improvise short melodies over given rhythmic accompaniments.																		
8.724	improvise short melodies using various meters.																		
8.725	improvise short melodies over simple chord progressions.																		
8.726	improvise short melodies using various tonalities.																		
8.727	improvise simple harmonic accompaniments.																		

MUSIC UNIT PLANNING - GRADE 8

Standard 4: **Students will compose and arrange music within specific guidelines.**

A. Students will compose short pieces demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

B. Students will arrange simple pieces using voices or instruments different from those for which the pieces were originally written.

C. Students will use a variety of traditional, nontraditional, electronically-produced sounds, and computer-generated sources of sound when composing and arranging.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.728	create short compositions using the elements of music to achieve unity and variety.																		
8.729	compose short compositions using the elements of music to achieve tension and release.																		
8.730	compose short compositions using the elements of music to achieve balance.																		
8.731	arrange simple compositions for voices or instruments different from those for which the pieces were written.																		
8.732	use a variety of traditional, nontraditional, electronically produced sounds, and computer-generated sources of sound when composing and arranging.																		

MUSIC UNIT PLANNING - GRADE 8

Standard 5: **Students will read and notate music.**

A. Students will read and perform whole, half, quarter, eighth, sixteenth, and dotted notes and rests in a variety of simple, compound, and complex meters.

B. Students will sight read simple melodies in two or more clefs.

C. Students will follow an instrumental or vocal score.

D. Students will use standard notation to record their musical ideas and those of others.

For choral or instrumental ensemble or class, add:

E. Students will sight read music, accurately and expressively, with a difficulty level of 1-2.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.733	read and perform rhythms containing whole, half, quarter, eighth, sixteenth, dotted notes, and rests in a variety of simple, compound, and complex meters.																		
8.734	sight read short melodies in two clefs.																		
8.735	follow a multiple line instrumental or vocal score.																		
8.736	use standard notation symbols to record their musical ideas and those of others employing a variety of media and current technology.																		
8.737	sight read accurately music with a difficulty level of 2.																		

MUSIC UNIT PLANNING - GRADE 8

Standard 6: **Students will listen to, describe, and analyze music and music performances.**

A. Students will listen and move to music that contains changes and contrasts of musical elements.

B. Students will listen to and identify the sounds of a variety of instruments and voices.

C. Students will describe specific music events in a given aural example using correct terminology.

D. Students will analyze the elements of music in aural examples.

E. Students will identify song forms aurally (e.g., AB, ABA, canon).

F. Students will analyze music using the basic principles of meter, rhythm, form, tonality, intervals, chords, and harmonic progressions.

G. [Begins in grade level 9-12]

H. [Begins in grade level 9-12]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.738	listen and move to music that contains changes and contrasts of musical elements.																		
8.739	identify a variety of instruments, including electronic instruments.																		
8.740	identify instruments of the sub-families (e.g., soprano, alto, bass, contrabass clarinets) and instruments from other cultures.																		
8.741	listen to and distinguish the characteristic qualities of voices and combinations of voices.																		
8.742	describe specific music events in a given aural example using correct terminology.																		
8.743	analyze the elements of music in aural examples.																		
8.744	identify forms of AB, ABA, ABC, ABACA repeated patterns, call and response, themes and variations, canons, fugues, 12-bar blues and contemporary forms in aural examples.																		
8.745	analyze music using the basic principles of meter, rhythm, form, tonality, intervals, chords, and harmonic progressions.																		

MUSIC UNIT PLANNING - GRADE 8

Standard 7: **Students will evaluate music and music performances.**

A. Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

B. Students will explain personal preferences for specific musical works and styles using appropriate music terminology.

C. Students will evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

D. Students will evaluate a given musical work and determine what musical qualities or elements were used to evoke feelings and emotions.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.746	develop criteria to evaluate the quality and effectiveness of compositions and performances.																		
8.747	apply the developed criteria in their own listening and performance.																		
8.748	explain personal preferences for specific musical works and styles using correct music terminology.																		
8.749	critically evaluate the quality and effectiveness of their own performances, compositions, arrangements, and improvisations and those of others, employing criteria specific to the particular style of music.																		
8.750	evaluate a given musical work and determine what musical qualities or elements were used to evoke feelings and emotions.																		

MUSIC UNIT PLANNING - GRADE 8

Standard 8: **Students make connections between music, the other arts, and other curricular areas.**

A. Students will compare in two or more art forms how the characteristics of each art (for example: sound in music, visual stimuli in visual arts, movement in dance, human interactions in theatre) are used to transform similar events, scenes, emotions, or ideas into works of art.

B. Students will compare characteristics of two or more art forms within a particular historical period or style and cite examples from various cultures.

C. Students will illustrate ways in which the principles and subject matter of other disciplines taught in school are related to those of music.

D. Students will illustrate how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.751	compare in two or more art forms how the characteristics of each art form are used to transform similar events, scenes, emotions, or ideas into works of art.																		
8.752	compare characteristics of two or more art forms within a particular historical period or style and cite examples from various cultures.																		
8.753	illustrate ways in which principles and subject matter of other disciplines are related to those of music.																		
8.754	compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.																		

MUSIC UNIT PLANNING - GRADE 8

Standard 9: **Students will understand music in relation to diverse cultures, times, and places.**

A. Students will classify aural examples of music from various historical periods and diverse cultures by genre or style.

B. Students will describe distinguishing characteristics of representative music genres and styles from various cultures.

C. Students will identify and describe roles of musicians in various cultures.

D. Students will identify and explain the characteristics that cause a musical work to be considered culturally, historically, and/or geographically significant.

E. Students will identify sources of American music genres; trace the evolution of those genres and identify well-known musicians associated with various genres and styles.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.755	classify aural examples of music from various historical periods by genre or style.																		
8.756	classify aural examples of music from various cultures by genre or style.																		
8.757	describe distinguishing characteristics of representative music genres and styles from a variety of cultures.																		
8.758	identify and describe the roles of musicians in various cultures.																		
8.759	identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant.																		
8.760	identify sources of American music genres and their evolution.																		
8.761	identify well known musicians associated with American music genres.																		

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